

Frances F Mack Primary

161 Gaston Street
Gaston, SC 29053

Grades PK-2 Primary School

Enrollment 597 Students

Principal Donna Goodwin 803-794-8369

Superintendent J. Franklin Vail 803-568-1000

Board Chair Mr. Chris Pound 803-791-7615

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	0	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

NO

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Excellent	No
2005	Excellent	Excellent	No
2006	Excellent	Good	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERFORMANCE RATING CRITERIA

Student attendance rate	94.0%
Student-teacher ratio in core subjects	19.3 to 1
Percent of parents attending conferences	99.0%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	10.9

Type of accreditation: *(More than one may apply)*

- ☐ Not pursuing accreditation
☒ Conducting a self-study
☒ State Department of Education
☒ Southern Association of Colleges and Schools
☐ American Montessori Society
☐ National Association for the Education of Young Children

Abbreviations for Missing Data

N/A Not Applicable
 N/AV Not Available
 N/C Not Collected
 N/R Not Reported
 I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 597)				
First graders who attended full-day kindergarten	98.6%	Up from 96.7%	99.0%	99.6%
Retention rate	3.6%	Up from 3.0%	4.4%	4.7%
Attendance rate	94.0%	Down from 94.4%	95.4%	95.8%
With disabilities other than speech	4.7%	Up from 3.2%	4.2%	3.8%
Older than usual for grade	0.2%	Up from 0.0%	0.3%	0.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 36)

Teachers with advanced degrees	55.6%	Down from 59.5%	57.0%	53.2%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.2%	0.0%
Teachers with emergency or provisional certificates	3.0%	Up from 0.0%	2.8%	0.0%
Teachers returning from previous year	92.3%	Down from 92.8%	91.7%	90.6%
Teacher attendance rate	98.7%	Up from 89.4%	94.2%	94.6%
Average teacher salary	\$40,837	Up 7.8%	\$42,871	\$43,053
Prof. development days/teacher	17.1 days	Down from 18.8 days	17.4 days	17.2 days

School

Principal's years at school	5.0	Up from 4.0	4.0	2.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.5 to 1	18.8 to 1	19.3 to 1
Prime instructional time	89.7%	Up from 80.4%	88.5%	89.2%
Dollars spent per pupil*	\$6,375	Down 2.6%	\$6,375	\$6,176
Percent of expenditures for teacher salaries*	60.4%	Up from 54.2%	60.8%	63.2%
Percent of expenditures for instruction*	65.2%		67.0%	67.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance rate in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Frances F. Mack Primary School Improvement Council and Parent Teacher Organization, as well as our entire staff have worked together to develop a common vision for planning and structuring success for all students. This vision is comprised of three basic building blocks: A-Active Learning, B-Being Successful and C-Caring Community. These three building blocks are the foundation for developing an effective program for learning and an environment that is safe, secure and nurturing for all.

The 2005-2006 school year was a very busy time for our staff and students. We recognized that many of our students needed rigorous academic assistance to accomplish goals for each grade level. Our staff, guided by our leadership team, searched for the most effective methods and structures to provide help to our students. Student weaknesses were identified using a literacy assessment tool, and a host of academic intervention initiatives were developed to assist teachers in providing targeted assistance on specific goals for each student. These initiatives included Buckle Down Bears after-school tutoring, Bear Buddies one-on-one assistance, Tech Squad computer-assisted instruction, and Cub Buddies peer tutoring. We saw tremendous gains for our students and plan to continue this assistance in the upcoming school year. Our school also implemented a student behavior program, Positive Behavior Support System (PBIS), which facilitated teacher planning and discussion on uniform expectations for student behavior throughout our school.

Our leadership team played an integral part in providing a source for communication and collaboration with all staff members. The team studied *Whatever It Takes*, by Dufour, et al. The study of this book challenged our team to change the thinking within our school. We no longer ask why, we just do whatever it takes. While this sounds simple, it is actually very complex and ongoing as we search for the very best way to help each individual child succeed in all areas.

Lunch & Learn and Books & Breakfast were parent training opportunities offered twice monthly and facilitated by our math and literacy coaches, as well as our school social worker. Surveys from our parents provided positive feedback for their usefulness to our parents in helping their children with homework and areas of weakness.

Our School Improvement Council and staff pledged to continue for the 2006-2007 school year the initiatives implemented last year. We also developed new goals that include the addition of an evening parent training session and an in-classroom tutor who will facilitate small group instruction. We will also continue to provide preschool services to all students who enroll.

Our leadership team plans to support teacher growth through the study of *Teacher Leadership that Strengthens Professional Practice*, by Danielson. We believe that we are on the path to do great things as we make strides toward our district mission: "Shaping a Culture of Learning Drives Our Passion to Promote Employee Quality."

Melanie Young, SIC Chairperson
Donna Goodwin, Principal

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	36
Percent satisfied with learning environment	91.7%
Percent satisfied with social and physical environment	97.1%
Percent satisfied with school-home relations	72.2%